

# Holmes Chapel Community Pre-School

Holmes Chapel Primary School, Middlewich Road, Holmes Chapel, Crewe, Cheshire,  
CW4 7EB



<b>Inspection date</b>	30 April 2015
Previous inspection date	9 January 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Inadequate	4
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- Staff have a thorough understanding of the learning and development requirements of the Early Years Foundation Stage. As a result, children engage in a range of interesting activities, which meet their individual needs and interests.
- Children are kept safe from harm because staff understand how to manage risks and protect children's health and safety. Staff have a robust and secure understanding of safeguarding procedures, to ensure children's welfare and safety.
- Partnerships with parents and other agencies are highly effective in supporting a consistent approach to children's learning. Parents are kept very well informed regarding their child's time at the pre-school and children's needs are met well.
- The manager and staff have a clear understanding of the strengths and weaknesses of the pre-school. They reflect on their practice thoroughly and successfully include parents and children in their self-evaluation.
- Children follow good hygiene routines. They enjoy healthy snacks, which promotes their good health. Children enjoy the freedom of accessing the highly stimulating and well-resourced outdoor area, to further promote their physical well-being.

### It is not yet outstanding because:

- Opportunities are occasionally missed to further develop children's understanding of the world around them.
- Opportunities to engage all those involved in children's care and learning, such as childminders, are not yet fully extended.

## What the setting needs to do to improve further

### To further improve the quality of the early years provision the provider should:

- extend children's learning about the world around them, by introducing how things grow and where they come from
- strengthen existing partnerships with others who share in children's care, such as childminders, to consistently complement and support children's individual learning needs further.

### Inspection activities

- The inspector checked evidence of the suitability and qualifications of staff working with the children and the manager's procedures for self-evaluation.
- The inspector observed the quality of teaching and the impact this has on children's learning in the indoor and outdoor areas.
- The inspector looked at a sample of children's assessment records and the planning documentation.
- The inspector completed two joint observations with the pre-school manager.
- The inspector took into account the views of parents spoken to on the day of the inspection and through the pre-school's parental questionnaire.
- The inspector spoke to members of staff and children at appropriate times during the inspection and held meetings with the manager of the provision.

### Inspector

Janet Weston

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

Staff know the children very well. They monitor children's progress by focusing on observing, assessing and tracking their development. Staff use this information to plan challenging next steps for children's learning. For example, staff and children have built a castle in the outdoor area using plastic milk bottles. This develops children's problem-solving skills, as they consider how to build the castle. Children also learn to work together as a team. This builds their confidence and self-esteem, supporting them to be emotionally prepared for their next stage in learning. Teaching is good. Children's communication skills are well promoted because staff talk with them, introduce new words, such as 'chop' and 'slice', and provide a commentary on what they are doing. During story time, staff skilfully take the children on a journey, enhancing the activity with props and a selection of well-chosen resources. However, on occasion, staff miss opportunities to enrich children's learning about the world around them, so that children appreciate how things grow and where things come from. Staff support children whose developmental starting points are below the expected level extremely well, by working closely with parents and other professionals. Therefore, children's individual needs are met.

### **The contribution of the early years provision to the well-being of children is good**

Children and their families are thoroughly welcomed into this friendly pre-school. A well-established key-person system helps children to form very good bonds with staff. However, partnerships with other providers who share children's care, such as childminders, are less effective. This does not fully promote continuity of care and learning for children. Children's personal, social and emotional development are well supported. Staff have very high expectations of all children, reminding them to share and take turns with resources. They offer continual praise and encouragement to promote such positive behaviour. Consequently, children are developing excellent social skills, behave extremely well, are polite and use their manners when making requests. Children's independence is developing well. Staff encourage them to self-register for activities, hang their coats up, wash their hands and take appropriate risks during their play.

### **The effectiveness of the leadership and management of the early years provision is good**

The manager conducts good-quality supervision, training and team meetings. The quality of teaching is monitored to raise it to higher levels. This ensures children continue to make good progress in their learning. Staff are very well qualified and passionate about their roles. The introduction of peer observations enables all staff to share their good practice with others. At the last inspection by Ofsted, the pre-school received a number of actions to improve. The management have been highly proactive in addressing these actions, such as notifying Ofsted of changes to the committee, undertaking Disclosure and Barring Service checks on all committee members and ensuring safeguarding policies include safe usage of cameras. As a result, children's welfare is now assured.

## Setting details

<b>Unique reference number</b>	305107
<b>Local authority</b>	Cheshire East
<b>Inspection number</b>	1003573
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	24
<b>Number of children on roll</b>	29
<b>Name of provider</b>	Holmes Chapel Community Pre-School Committee
<b>Date of previous inspection</b>	9 January 2015
<b>Telephone number</b>	07773489720

Holmes Chapel Community Pre-school was registered 1985. The playgroup employs nine members of childcare staff. Of these, seven hold appropriate early years qualifications at level 3. The manager holds Early Years Professional status. The pre-school opens Monday to Friday, term time only. Sessions are from 9am until 3pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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